

**COMMITTEE ON EDUCATIONAL POLICY
MINUTES**

Wednesday, April 20, 2016

11 a.m.-1:30 p.m., Kerr Hall, Room 307

Present: Doris Ash, Faye Crosby, Matt Guthaus, Seamus Howard (SUA Rep.), Sean Keilen, (Provost Rep.), Matthew Mednick (staff), Tonya Ritola, Vanessa Sadsad (SUA Rep.), Felicity Schaeffer, Tchad Sanger (Registrar, *ex-officio*), John Tamkun, (Chair), Susanna Wrangell (staff).

Absent: Erica Halk (NTSF Rep.), Dee Hibbert-Jones, Articulation Officer Love, Preceptor Representative Burroughs.

Guests: Associate Registrar Claxton, VPDUE Hughey.

I. Announcements:

There will be a working group formed on impacted majors, and the CAAD Chair would like to be more involved with CEP on impacts on diversity for undergraduate students.

CEP received a request for awarding of a posthumous degree for a student who fell below the systemwide requirement of a 2.0 minimum GPA. CEP would like to grant the degree, but it is not clear that the committee has authority to do so. Analyst Wrangell will research the issue for members to make a decision on what can be offered next week.

Consent Agenda Approvals

Petitions: GE substitutions 11, late add/drop 2, other petitions 12, w grade 2, grade option 2 and one posthumous degree.

CEP Minutes for March 9, 2016.

II. Mid-Cycle Report: History of Art and Visual Culture

VPAA Lee is requesting a review cycle of seven years for the History of Art and Visual Culture Department. CEP discussed the mid-cycle review for the History of Art and Visual Culture Department and was impressed by the Department's thoughtful report on the current state of their undergraduate programs. In our response to the Department's concerns about reduced enrollments in their courses, we will note last year our committee approved (in a letter sent June 19, 2015) placing two GE designations on a single HAVC course (HAVC 80) on a trial basis. It appears that this trial did not result in a significant increase in the enrollment in this course. CEP is willing to discuss the outcome of this trial and its possible extension with the Department if they so desire. CEP also shares the Department's concerns with TA duties being restricted solely to grading, due to the cancellation of sections associated with the lower-division courses, particularly since TAing should provide training in teaching, not just grading. Members agree with the VPAA that a seven-year review cycle for the Department would be appropriate.

III. Credit Hour Policy request for Confirmation

CEP established a formal credit hour policy in 2014. With the new time slot changes, many curricula analysts have requested clarification. SR 760 states, **"The value of a course in units**

shall be reckoned at the rate of one unit for three hours' work per week per term on the part of a student, or the equivalent.” Members agreed to make the policy compliant with the new numbers based on the shorter class times with the following model: a five-unit course should generally have 31.50 contact hours over the course of the term—3.15 hours a week (195 minutes) corresponding either to two 95-minute meetings or three 65-minute meetings per week. A two-unit course should typically involve 14 hours per term, or approximately one 90 minute meeting per week, although time for 2- and 3- unit courses can vary, with "independent studies," by definition, allowing less contact time, and public colloquia sometimes involving more.

IV. Games and Playable Media Program Statement

This is a very late program statement submission. CEP has determined that late program statements will not be reviewed with the exception of limited changes of clear benefit to students. The program statement included the Computer Science(CS) prerequisite course changes, which we are unable to approve at this time. We will ask the program to revert to last year's approved catalog copy with approval to the replacement of the existing ART 118 requirement and with ARTG 80G, Visual Communication and Interaction Design (IM) requirement.

V. Online Course Approvals

BIOE 107:

This is an online Summer Session course offering. Members found the revised proposal impressive, and the peer review rubric was well thought out. Peer review can be beneficial to students as the first pass of assessment before instructor review. However, we are concerned how much review will be done by faculty who are better versed in disciplinary writing. It seems from the plan that most of the review will be done by peers, which is likely not appropriate for a DC course. In addition, the peer review itself should probably be reviewed, and we would like to know whether this is a meta-peer review or if it will be conducted by the faculty. Members were confused about the total expected time spent on the various aspects of the course. We requested information about the expected duration of online instructional videos, but the provided table is a bit confusing. In particular, it says that there are 35 hours of video per week and 50 hours of work per week for a total of 251.5 hours for the summer quarter. We assume that this was an error, as a typical in-person quarter only has 35 hours of instruction for the entire quarter for a 5-unit course. CEP will request an updated table, hours of participation, and content development. If the course will be offered in future quarters, CEP would like a detailed breakdown of this information for permanent approval.

Physics 6A:

This is an outstanding Physics Department traditional course, requesting an online version to be hosted on UCOE. The course is calculus based with the calculus course as a co-requisite and not a prerequisite. CEP members would like to know the department's rationale for making this a co-requisite course instead of a prerequisite. How will department faculty know what topics have been covered in other UC's calculus course's content? CEP will recommend the department continue to offer the traditional version until the online course report is reviewed. The course was approved.

Math 23B: This version is designed to be hosted on UCOE and now completes the online lower-division mathematics series: MATH 19A/B, 23A/B. The department expects enrollments will be high but are enthusiastic about the development of a system-wide online calculus course series. CEP's general concern is the entire lower-division mathematics instruction on campus will be in an online format.

VI. Proposal to Discontinue Collaborative Leadership Ed.D.

The Education Department is proposing discontinuance of its Collaborative Leadership Ed.D. program, based on fiscal considerations. Per campus policy, purview for the decision on program discontinuance on fiscal considerations rests with the CP/EVC in consultation with GC and CPB. The proposal states that the last student completed the program in fall 2015. CEP members found this unproblematic and did not see any negative implications for undergraduate education and supports the discontinuance. CEP will send their response to the Graduate Council as part of their response to the VPAA.

VII. Revised Proposed Guidelines for 3+1+1

During winter 2016, the committee reviewed SIO Ferguson's proposed 3+1+1 guidelines. SIO Ferguson has revised the guidelines based on review of several Senate committees. 3+1+1 programs are intended for international students who complete three years at their institution abroad, one year as limited status students at UCSC (with a bachelor's conferral from their institution abroad), and one year as Master's students (with master's conferral from UCSC). The guidelines are intended to help departments seeking to develop 3+1+1 programs. CEP realizes that the plan has good motives and agreed most of our original concerns were addressed in the revised proposal. We remain curious about the target enrollments for the program. It will be critical for departments to fully understand the implications of administering a 3+1+1 program: the number of participating students, their qualifications, and the impact these students might have on undergraduate courses. Careful planning will be required to ensure that, in accepting students into a 3+1+1, the university does not make it even more difficult for UCSC undergraduates to enroll in the courses they need to complete their degrees in a reasonable amount of time.